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ABSTRACT

This study sought a consensus among educational, lay, and political groups on opinions concerning the importance of the skills developed in the professional courses included in teacher education programs in Kansas. The extent to which different groups were willing to modify initial opinions in light of total sample consensus was noted. The value of the Delphi technique in collecting opinions and seeking consensus was also studied. Statements of professional competencies reported by Kansas teacher educators as goals of preservice teacher education were used as the basis for constructing a questionnaire. The 276 subjects included teachers, parents, administrators, school board members, and professors of education. Participants rated the importance of each competency on a five-point scale and the Delphi technique was used to seek consensus on the statements. After each statement was noted with the consensus, the questionnaires were filled out for the second time. Competencies related to teacher classroom behavior were rated highly. The areas of history and philosophy of education were rated low. The teacher group changed least often from initial ratings; professors and administrators changed most frequently. The questionnaire and accompanying directions are included along with minority opinions summarized from the second questionnaire. (Author)

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Final Report

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THE USE OF THE DELPHI TECHNIQUE TO GAIN CONSENSUS ON THE PROFESSIONAL EDUCATION COMPONENTS OF TEACHER CERTIFICATION REQUIREMENTS IN KANSAS

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The University of Kansas

Lawrence, Kansas

August, 1972

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development

ABSTPACT

Title of Project: The Use of the Delphi Technique to Gain Consensus on the Professional Education Components of Teacher Certification Requirements in Kansas

Principal Investigator: Dale P. Scannell

Contracting Agency: The University of Kansas

Duration of Activity: 7-1-71 through 8-31-72

Purpose: ~~The purpose of~~ the study ~~was to~~ seek consensus among educational, lay, and political groups on opinions concerning the importance of the skills developed in the professional courses included in teacher education programs in Kansas. ~~Of additional interest was~~ the extent to which different groups were willing to modify initial opinions in light of total sample consensus. The value of the Delphi technique in collecting opinions and seeking consensus also was studied.

Procedure: Statements of professional competencies reported by Kansas teacher educators as goals of preservice teacher education were used as the basis for constructing a questionnaire. ~~Samples were drawn of~~ teachers, parents, administrators, school board members, and professors of education. Participants rated the importance of each competency on a five-point scale. The Delphi technique was used to seek consensus on the statements.

Findings: ~~In general~~, competencies ~~rated highly are those~~ related to teacher classroom behavior, particularly the presentation of material. ~~Those rated low are in~~ the areas of history and philosophy of education. Most opinion changes occurred between the first and second questionnaire. ~~The subsample that~~ changed least often from initial ratings ~~was the~~ teacher group; professors and administrators changed most frequently. In general, the subsamples were in close agreement.

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Introduction

The interest in performance based teacher education programs and competency based certification has increased significantly over the past few years. In many states projects are underway to develop performance criteria that can be used to guide the revision of teacher education programs, and several state education agencies are in the process of converting certification processes to reflect a competency based approach.

In the spring of 1970 the Kansas State Board of Education charged the Professional Teaching Standards Board with initiating a comprehensive study of teacher education and certification requirements in Kansas. In the fall of 1970 a steering committee was appointed to plan and implement the study. Membership on the committee included a high school teacher, a school district superintendent, representatives of Kansas - NEA and the State Department of Education, and two deans of education. The steering committee reviewed efforts in other states and recommended that seven subcommittees be established with responsibilities in the following areas:

1. Initial Certification, Renewal, and Program Approval
2. General Education Requirements
3. Professional Education Requirements
4. Elementary School Certification
5. Subject and Field Requirements
6. Vocational School Requirements
7. Certification of School Service Personnel

The study reported here was part of the work undertaken by the subcommittee on professional education requirements for certification. The present Kansas requirements include 20 semester hours of professional education; six directed toward understanding the child as a learner, six toward understanding the school as a social institution, and eight toward gaining competence in instruction. The goal of the first phase of the study was to develop lists of competencies (knowledge, skills, etc.) that define precisely the three areas of professional education and to determine the importance ascribed to each competency by lay and professional groups in Kansas.

Problem

Within the context described above, the primary purpose of this study was to identify the professional competencies that are generally regarded by lay and professional groups as important aspects of preserved teacher education. Of secondary interest was the relative willingness of various subgroups to change opinions when informed of total group consensus regarding the initial ratings of teacher competencies. Also studied was the value of the Delphi technique in attempts to effect consensus among different groups and individuals.

Related Literature

Two areas of scholarship bear most directly on the study, that dealing with modifications in teacher certification procedures and that dealing with the use of the Delphi technique as a tool for social research.

In a recent BEPD-USOE announcement, "Task Force 72, Focus on Educational Reform, Accent on Involvement and Communication", reference is made to a recent survey indicating that sixteen states are developing means for performance based certification of school personnel. Different approaches characterize the efforts in Massachusetts, Washington, Florida, Texas and other states, but all seem to be seeking new and more relevant bases for awarding certification, with measures of performance replacing credit-counting to a large extent.

A recent NCTEPS publication, "A Manual on Certification Requirements for School Personnel in the United States, 1970 Edition" outlines recent innovations in teacher education and certification. Among the major changes since 1967 are included more emphasis on program approval, alternate routes to certification, more flexible staffing patterns, changes in the role of State Departments, and the enactment of professional practices acts. The most pervasive elements in teacher education are the early involvement of students in aide activities, emphasis on behavioral goals, and a shift from the campus to the school for learning activities.

A series of publications relative to performance based teacher education (PBTE) and certification has been initiated by the American Association of Colleges for Teacher Education. "The series is designed to expand the knowledge base about issues, problems, and prospects regarding performance-based teacher education as identified in the first publication of the series on the state of the art." (AACTE) In addition to summarizing activities related to PBTE, the series has included articles describing developments in several universities, with emphasis on the issues being addressed and the problems associated with the development of performance criteria. Common to the various approaches being taken is the identification of those skills and abilities that should be included in teacher preservice education.

Two recent articles in the Phi Delta Kappan focus on the use of the Delphi technique (January, 1971). Weaver describes the development and use of the technique for organizing and sharing forecasts about the future. In its early form the technique was used with small groups of experts who were asked to estimate the probability of future events. During the process the respondents remain anonymous to each other but are given the consensus of predictions made by other experts. The process is basically aimed at trying to find consensus among a group while avoiding the problems arising from personal interaction where decisions may be swayed by strong and compelling personalities rather than logical analyses of the situation being considered.

Cyphert and Gant describe the use of the Delphi technique with representatives of various elements of the "power structure" in Virginia. Samples of educators, both public school and university, and representatives

of various political circles were asked to identify the prime targets the School of Education should concentrate on during the next decade. From the responses to questionnaire I a list of 61 generic statements was developed. In questionnaire II participants were asked to rate the importance of each target. Questionnaire III was the same as II except the respondent's initial rating and the modal response for the total sample were indicated. Reasons for disagreeing with the consensus were to be indicated along with the ratings. Questionnaire IV was an update of III and contained a list of major dissenting opinions. Thus, the final ratings could be based on personal values and majority and minority opinions. Among the conclusions reached by Cyphert and Gant, those most closely related to the present study include:

1. The Delphi technique is useful for collecting opinions and seeking consensus.

2. Most of the changes in ratings occurred before the fourth questionnaire. In other words, three questionnaires should be sufficient.

From the literature bearing directly on the present study it can be seen that changes in certification procedures, and ultimately teacher education programs, are necessary and desirable, and that the Kansas study parallels but does not repeat efforts underway in many other states. Furthermore, the Delphi technique provides an appropriate and effective way to collect opinions from the diverse groups which comprise the power structure related to certification and teacher education.

Procedures

During the spring and early summer of 1971, 18 teacher education departments in Kansas developed lists of competencies that are identified as comprising the professional areas of present certification requirements. Six colleges were assigned to work on the area of understanding the pupil, six the area of understanding the school, and six the area of gaining competence in instruction.

The reports from participating colleges were analyzed during the summer and fall of 1971 so that a comprehensive list of competencies could be developed, including to the extent possible all competencies prepared separately by the different colleges while minimizing repetition and overlap. The comprehensive list was reviewed by members of the subcommittee for structure, overlap, and completeness. The final list to be used in preparing the questionnaire for the study included 96 statements, representing the three certification areas with approximately equal numbers of statements.

The questionnaire for the study was based on the statements of competencies prepared as described above. The project staff added four statements of skills deemed to be less than desirable and/or unimportant, for an internal check on respondents attention to the task. The final questionnaire (see appendix) contained directions to rate each statement on a five-point scale, with 5 representing "very important" and 1 representing "of no importance."

During the fall of 1971 random samples were drawn from membership lists obtained for each of the groups to be polled. Colleges were asked to supply lists of teacher education faculties. The membership list for the Kansas Association of School Administrators, the Kansas School Board Association, and K-NEA were used for drawing subsamples from these groups. Similarly, the roster of the House and Senate membership was used for determining this subsample. The sample of parents was obtained by first drawing a random sample of attendance centers. The administrators of the attendance centers were sent a letter explaining the study and asking them to provide the names and addresses of every tenth parent within some specified range of the alphabet. Parents thus identified then were contacted directly by the project staff.

The original sample of participants who responded to the first questionnaire included 2 legislators, 24 college professors, 33 school board members, 136 teachers, 16 administrators, and 65 parents, for a total sample of 276. The numbers responding to each of the three questionnaires is presented in Table 1.

Table 1
Number of Respondents to Each Questionnaire

	Quest. 1	Quest. 2	Quest. 3
College Professors	24	16	15
Legislators	2	0	0
School Board Members	33	25	21
Teachers	136	110	94
Administrators	16	13	10
Parents	65	51	44
Total	276	215	184

No person in the sample was informed of the basis for his selection, that is, the group he represented. Members of the sample were asked to participate in the study by rating each professional competence on the questionnaire developed from the college reports.

The responses to the first questionnaire were analyzed to determine the consensus rating on each item for each subsample and the total sample. Consensus was defined as the integer closest to the median rating. The second questionnaire was developed from the first by indicating the total sample consensus rating; a square was drawn around the appropriate numbers. Each participant received a second questionnaire with his initial ratings also shown. Directions were to re-rate the items taking into consideration the initial and consensus ratings. If one's opinions differed from the consensus, i.e., if one did not join the consensus, a brief statement for the reason was to be included in the response.

Consensus for each item on the second questionnaire was determined as for the first. In addition, the minority dissenting views, were summarized. The third questionnaire was mailed to each participant, with Q2 consensus ratings and individual ratings marked, and with pages containing the summary of minority views. Participants were asked to make a final rating, taking into consideration their second rating, the consensus rating, and minority views.

A final analysis was made of the responses to the third questionnaire by obtaining the consensus rating for each item for each subsample and the total sample. In addition mean ratings and standard deviations were obtained for each item on each questionnaire.

Copies of the three questionnaires, letters to participants and minority opinions are included in the appendixes.

Results

The consensus ratings for each statement of competency are presented in Table 2 for each subsample and the total, for each of the three questionnaires. Several observations can be made about these data.

Generally the various subsamples are in agreement with regard to the final ratings assigned to the items. On only four items are different consensus ratings found. On Item 11 the college professors rate the item 2 while the other groups rate it 3. This item is one of the "fillers" added by the project staff and only the higher education faculty recognize it as a false goal. Item 40 includes professional, esoteric terminology and the higher rating assigned by college professors may be explained on that basis. On item 55 the college group assigns a lower consensus rating. Item 57, concerning teacher knowledge about their professional organizations, is rated less important by school administrators than by other samples.

Of the 100 statements included in the questionnaire only three received total sample consensus ratings of 2. Of these two are related to the history of education and one is a filler item. It is somewhat disconcerting that only one of the four filler items was rated 2 and none was rated 1, which was, of course, the expectation. (The other three filler items received ratings of 3.) The fact that only three items were rated as low as 2 may support the observation that teacher education content is generally regarded by the public and professionals as at least of moderate importance.

Twenty six of the items received consensus ratings of 3. Of these, three were filler items; seven dealt with concepts related to psychological and developmental principles; seven are related to organizational and administrative topics; four are related to history and philosophy of education; and, the remaining 3's covered a variety of concepts.

Twelve items received consensus ratings of 5, very important. Most of these items relate directly to teacher behavior as it affects the teaching-learning process, for example, item 73, Introduce a lesson so as to enhance intrinsic student motivation to learn. Fifty nine of the items received ratings of 4, and while the largest proportion are directly related to the active teaching-learning process, all areas of the professional requirements are represented.

This aspect of the results can be summarized by noting that 71 of the statements received ratings of very important or above average in importance (ratings of 4 and 5) and only three items were rated as of little importance. Thus, it seems that the professional and lay samples included in this study generally regard the content of teacher education programs in Kansas to be appropriate and important.

Another aspect of interest in the study was the relative willingness of the various samples to alter their initial opinions in light of the total group opinion about the importance of the various components of teacher education programs. Consensus ratings for each subsample were studied to determine the number of items on which consensus ratings changed from one questionnaire to the next. The number of changes that occurred for each subsample is presented in Table 3.

Table 2
Consensus Ratings on Questionnaires 1, 2, and 3

Item #	Sample			H. E.			Brd			Tchrs			Admn			Prts		
	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
8	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	5	4	4
9	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4
10	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
11	3	3	3	2	2	2	4	3	3	3	3	3	3	3	3	4	3	3
12	4	4	4	3	4	4	3	4	4	3	4	4	3	4	4	3	4	4
13	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
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50	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

	Sample			H. E.			Brd			Tchrs			Admn			Prts		
Item #	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
51	4	4	4	3	4	4	3	4	4	4	4	4	4	4	4	3	4	4
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94	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4
95	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
96	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4
97	3	3	3	4	3	3	3	3	3	3	3	3	4	3	3	3	3	3
98	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4
99	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
100	3	3	3	4	3	3	3	3	3	4	3	3	3	3	3	3	3	3

Table 3
Number of Consensus Ratings That Changed
for Each Subsample

Subsample	Number of Changes
College Professors	27
School Board Members	21
Teachers	6
Administrators	25
Parents	19

It can be noted that the teacher group made the fewest changes. This may be a result of the fact that the teacher opinions, because of sample size, were most often the same as the total sample rating. College professors made the largest number of changes, followed closely by the school administrators.

It should be noted that of the 98 total changes, only one took place between the second and third questionnaire. In other words, almost all changes that were made occurred the first time participants were apprised of the total consensus, and the statements of minority opinions had little influence on the ratings of the participants.

Another way to describe the affect of the Delphi technique is to review the mean ratings of items on each questionnaire and the corresponding standard deviations of items. These data are presented in Table 4. It can be noted that although the means of the mean ratings differ very little, the standard deviation of ratings is smaller for each successive questionnaire. For Q1 the mean standard deviation is .976 indicating that on the average the ratings varied considerably while for Q3 the mean standard deviation is .632 reflecting a more homogeneous set of ratings. Thus it would seem that the variability of ratings decreased as members of the sample were apprised of the consensus ratings.

Table 4
Mean Ratings and Standard Deviation of Ratings
for Questionnaires 1, 2, and 3

Questionnaire	Mean Rating	Standard Deviation of Ratings
1	3.68	.976
2	3.67	.686
3	3.76	.632

Summary and Conclusion

The results of this study can be summarized under two general headings, the attitudes of the groups sampled toward the competencies comprising the professional aspects of pre-service teacher education and the characteristics of the Delphi technique in educational research.

Generally the groups sampled indicated their support for the consistencies included as goals for pre-service teacher education. Of the items included in the questionnaire, over 70 per cent received ratings of 4 or 5, and only three items were rated as below average in importance. The ratings of individual items were extremely consistent across the various groups included in the total sample; on only four groups included in the total sample; on only four items did differences of opinion exist on the final ratings, and each of these by only one point on the scale.

The competencies that received the strongest support were those that related to classroom teacher behavior, specifically those skills involved in presenting material and guiding learning. The competencies that received the least support relate to history and philosophy and school administration and organizational matters.

The results of the study suggest that teachers, administrators, parents, teacher educators, and school board members are generally in agreement that the skills comprising the professional education component of teacher education in Kansas are important and should be developed prior to initial certification.

The Delphi technique provides a mechanism for allowing individuals to express opinions and to modify them on the basis of the collective judgement of a group of people. The results of this study suggest that the technique is useful in gaining a consensus of opinions. However, the data also suggest that most of the changes in ratings are made between the first and second questionnaire. Knowledge of minority views had relatively little effect on the responses to the third questionnaire.

Of the groups sampled in the study college professors and school administrators, as subgroups, made the largest number of changes in consensus ratings. Teachers made the fewest.

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APPENDIX A

Questionnaires and Accompanying Directions

THE UNIVERSITY OF KANSAS / LAWRENCE, KANSAS 66044

School of Education, Office of the Dean
112 Bailey Hall 913-864-3726

April 13, 1972

Dear Friend:

We sincerely appreciate your willingness to participate in our survey. We have enclosed the second of the three questionnaires which you will receive. Questionnaire Number II is a duplicate of Questionnaire Number I, except that it contains both your last rating of each item (marked with a red circle) and the median "consensus" of all the persons who answered the questionnaire (marked with a black square). The purpose of Questionnaire Number II is both to allow you an opportunity to express your opinion, in view of the opinions of others, and to more clearly define minority opinion.

We are asking you, then, to rerate each item. If you wish to remain outside the consensus, please list your primary reason for wishing to do so. (By succinctly writing that reason directly under the item)

Questionnaire Number III, the last, will supply you with a summary of the minority reasoning and provide a final opportunity for a rerating of the items. Please return the enclosed questionnaire by April 22.

Sincerely,

John W. Keiter

John W. Keiter
Assistant to the Project Director

JWK:jm

Enclosure

THE UNIVERSITY OF KANSAS / LAWRENCE, KANSAS 66044
SCHOOL OF EDUCATION
Bailey Hall 913-864-3726

At the present time a comprehensive review is being made of Kansas teacher certification requirements. The study is being conducted by the Professional Teaching Standards Board at the request of the State Board of Education. We are writing to you at this time to invite you to participate in one part of the study concerned with the professional education requirements for certification. The study is briefly described below.

Last spring teacher education faculties of Kansas colleges and universities were invited to submit statements of the skills, abilities, and knowledge that they attempt to develop in students to satisfy certification requirements. These statements have been edited, modified in some cases, and included in one comprehensive list. This comprehensive list will be the basis for a questionnaire that will be submitted to a wide variety of people in the state of Kansas to ascertain how important these skills and abilities are held to be.

If you accept this invitation to participate in the study, you will be sent a series of three questionnaires. The first questionnaire will ask you to rate each statement on a five point scale, from highly important to of no importance. When the first questionnaires have been returned, our research staff will determine the average rating assigned to each statement. The second questionnaire would be the same as the first, but your initial rating and the average rating for all participants would also be included. You would be asked to re-rate the statements in light of this information. If you disagree by a substantial amount with the average rating, you would be asked to indicate briefly the reasons for your opinion. When the second questionnaires are returned, our research staff will again determine the average rating for each item and prepare a list of the reasons why some participants disagree with the average rating. The third questionnaire would include your second rating, the group average, and the major reasons for the dissenting views that exist. Then you would be asked to make a final rating of the statements.

Although it is difficult to estimate precisely the amount of time your participation in the study would require, we feel that it would be no more than 30 minutes for each questionnaire. Of course some people would want to take more time than that in responding. In addition, we would estimate that the first questionnaire would be sent to you within one month and that the third questionnaire would be sent to you by the end of January, at the latest.

Please use the enclosed postcard to let us know whether you would be willing to participate in this study. Because of the importance of the study to education in Kansas, we hope that you will find it possible to accept.

With best wishes.

Sincerely,

Dale P. Scannell

Dale P. Scannell
Dean and Chairman, Certification Study

DPS:s

THE UNIVERSITY OF KANSAS / LAWRENCE, KANSAS 66044

School of Education, Office of the Dean
112 Bailey Hall 913-864-3726

May 26, 1972

Dear Friend:

Your assistance in bringing us to Questionnaire Number III, the last in our study is greatly appreciated. The enclosed questionnaire is a duplicate of the second questionnaire with the median consensus rating (marked with a blank square) and your last response (marked with a red circle).

Also enclosed is a list of "Minority Opinions" for each of the items. This includes the most frequently mentioned reasons why those respondents who differed from the consensus felt as they did.

The purpose of this step in the study is to provide you with the opportunity of rating the items with the knowledge of both consensus rating and the minority opinions. Please mark your rating with an "X".

We would like to have the completed form returned by June 10, 1972. There is no need to return the "Minority Opinions" pamphlet. We again thank you for your cooperation on this study.

Sincerely,

John W. Keiter
Assistant to the Project Director

Q1

Study of

Kansas Teacher Certification Requirements

Directions: Each of the statements in this questionnaire represents a skill or accomplishment that prospective teachers might be expected to have achieved prior to graduation from college and initial certification. Please rate each statement in terms of how important you feel the skill or accomplishment is for the beginning teacher. Use the following scale:

5 Very important or essential

4 Of more than average importance

3 Of moderate importance

2 Of little importance

1 Unimportant, not at all essential

To indicate your rating draw an X through the number corresponding to the rating of your choice; for example, 1 2 3 X 5.

The prospective teacher should be able to:

Of no importance				Very important		
1	2	3	4	5	1.	Describe the physical development of the child and the corresponding physical capabilities.
1	2	3	4	5	2.	Describe the developmental principles of growth and maturation which affect learning.
1	2	3	4	5	3.	Differentiate between typical and atypical developmental patterns and identify general abnormalities.
1	2	3	4	5	4.	Define the stages of play development.
1	2	3	4	5	5.	Explain how a child learns conformity.
1	2	3	4	5	6.	Describe the central concerns of adolescents.
1	2	3	4	5	7.	Evaluate the differences in motivation and the resulting behavior in self-selected activities compared with required activities.
1	2	3	4	5	8.	Recognize methods children use in adjusting to frustration.
1	2	3	4	5	9.	Define what "learning" means.

Of no importance				Very important		
1	2	3	4	5	10.	Define the processes of respondent conditioning and operant conditioning.
1	2	3	4	5	11.	Modify the basic needs of students in order to match them with the curriculum.
1	2	3	4	5	12.	Describe how a sentiment (love, fear, dislike) can be conditioned by respondent processes.
1	2	3	4	5	13.	Describe critical thinking, creative thinking, and problem solving and the similarities and differences among them.
1	2	3	4	5	14.	Analyze individual differences related to abilities in critical thinking, creative thinking and problem solving.
1	2	3	4	5	15.	Recognize conditions and activities which will facilitate the development of critical thinking, creative thinking, and problem solving.
1	2	3	4	5	16.	State the characteristics of a physical skill and how to facilitate skill attainment.
1	2	3	4	5	17.	Explain how an attitude is developed and describe techniques that influence attitude change.
1	2	3	4	5	18.	Differentiate between "realistic" and "unrealistic" self concepts, between "healthy" and "unhealthy" self concepts.
1	2	3	4	5	19.	List specific strategies teachers can use for increasing "healthy" components of self concepts.
1	2	3	4	5	20.	Explain the general conditions that elicit general positive emotional reactions and the behavior patterns associated with them.
1	2	3	4	5	21.	Describe the general conditions that elicit fear, anger, and boredom and the behavior patterns associated with them.
1	2	3	4	5	22.	Illustrate the relation of goal attainment, goal conflict, and goal ambiguity to emotional reactions and patterns of behavior.
1	2	3	4	5	23.	Describe the relation of needs to behavior and goals.
1	2	3	4	5	24.	Relate the use of subject matter goals to student needs.
1	2	3	4	5	25.	Analyze misbehavior incidents in terms of goal satisfaction.

Of no importance				Very important		
1	2	3	4	5	26.	List developmental factors contributing to social growth.
1	2	3	4	5	27.	List cultural factors contributing to social growth.
1	2	3	4	5	28.	Illustrate ambiguous or conflicting cultural influences on developing of self concepts.
1	2	3	4	5	29.	Describe the nature and need for the guidance services in the school program.
1	2	3	4	5	30.	Help pupils acquire and interpret the data for effective self-appraisal and self-development.
1	2	3	4	5	31.	Use diagnostic instruments for interpretation of needs and interests of children.
1	2	3	4	5	32.	Condition students to the behavior he deems important.
1	2	3	4	5	33.	Explain basic tenets of major philosophies as they relate to schools (idealism, realism, essentialism, non-thomism, progressivism, marxism, and existentialism).
1	2	3	4	5	34.	Relate personal philosophy to alternatives in given school issues.
1	2	3	4	5	35.	Explain contribution to American education derived from ideas of Pestalozzi, Froebel, Hobart, Locke, Aquinas, and Greek philosophers.
1	2	3	4	5	36.	Describe impact that Mann, Dewey, and Conant had on education.
1	2	3	4	5	37.	Describe importance on education of: a. the Constitution. b. the Northwest Ordinance. c. the principle of tax-supported educational institutions and the evolution of education as state and local concern. d. the Morrill Act. e. the progressive movement. f. the immigrant movement to America in the early 1900's. g. the growth of the cities. h. the 1954 Supreme Court decision on segregation. i. federal aid to education. j. Sputnik.
1	2	3	4	5	38.	Explain the effect of authoritarian and democratic teacher leadership styles on classroom activities.
1	2	3	4	5	39.	Interpret theories of group dynamics as they relate to teacher-student interaction.

Of no importance				Very important		
1	2	3	4	5	40.	Analyze own interaction with students using an accepted interaction analysis inventory.
1	2	3	4	5	41.	Describe influence on schools of social stratification, social mobility, mass media, population growth, geographic mobility, and population distribution.
1	2	3	4	5	42.	Describe effect on education from community pressure groups, governmental agencies, professional and religious organizations, and business and industry.
1	2	3	4	5	43.	Describe organizational relationship of local attendance unit to city, state, and national organizations.
1	2	3	4	5	44.	Describe roles of principal, superintendent, curriculum supervisors, and board of education as they affect teachers.
1	2	3	4	5	45.	Describe basic concepts of school finance.
1	2	3	4	5	46.	Assess philosophical assumptions about knowledge and man which underlie various curricular formats.
1	2	3	4	5	47.	Interpret rationale concerning content and organization of content in own field.
1	2	3	4	5	48.	Analyze relationship between a given course and total curriculum in that subject.
1	2	3	4	5	49.	Explain effect on curriculum of grouping, acceleration and retention, enrichment, and individualized instruction.
1	2	3	4	5	50.	Describe needs of exceptional children in regular schools.
1	2	3	4	5	51.	Describe pervasive problems of education of disadvantaged.
1	2	3	4	5	52.	Critique the curriculum of another subject outside his area of competence.
1	2	3	4	5	53.	Indicate appropriate measurement techniques for selected curriculum evaluation problems.
1	2	3	4	5	54.	Critique a curriculum in own subject.
1	2	3	4	5	55.	Describe pervasive factors that influence school plant design.
1	2	3	4	5	56.	Specify professional rights and responsibilities of teachers.
1	2	3	4	5	57.	Describe goals and procedures of professional teacher organizations.

Of no importance				Very important			
1	2	3	4	5	58.	Describe legal rights and responsibilities of teachers in classroom.
1	2	3	4	5	59.	Describe a specific example of using team teaching and modular scheduling in own subject area.
1	2	3	4	5	60.	Prepare a form for surveying valuable local resources in formulating a new curriculum.
1	2	3	4	5	61.	Specify basic elements of annual, continuing, and tenure contracts.
1	2	3	4	5	62.	Design instructional sequence reflecting behavioral goals.
1	2	3	4	5	63.	Specify student behaviors to be developed by unit of instruction.
1	2	3	4	5	64.	Construct and use pre- and post-assessment procedures for behaviors described in instructional objectives.
1	2	3	4	5	65.	Modify basic teaching plans on basis of individual student competencies.
1	2	3	4	5	66.	Select materials relevant to instructional program.
1	2	3	4	5	67.	Assess the value of professional materials related to instructional program.
1	2	3	4	5	68.	Maintain a high degree of popularity with students by interacting with them socially out of school.
1	2	3	4	5	69.	Select appropriate media for unit of instruction.
1	2	3	4	5	70.	Describe physical, psychological, and social factors that influence learning.
1	2	3	4	5	71.	Arrange physical, psychological, and social elements to produce a setting conducive to learning.
1	2	3	4	5	72.	Reinforce student participation so as to enhance student willingness to continue to participate in the study of a concept.
1	2	3	4	5	73.	Introduce lesson so as to enhance intrinsic student motivation to learn.
1	2	3	4	5	74.	Provide introductory framework that enhances student ability to follow instruction.
1	2	3	4	5	75.	Offer guides and cues that assist students to understand important aspects of lesson.

Of no importance				Very important		
1	2	3	4	5	76.	Provide introduction that helps students to organize learning for maximum retention.
1	2	3	4	5	77.	Effectively use gestures, bodily movements, and verbal statements that maintain and direct student attention to important aspects of the lesson.
1	2	3	4	5	78.	Effectively use gestures and statements to emphasize critical points in lesson.
1	2	3	4	5	79.	Effectively vary type of student activity.
1	2	3	4	5	80.	Alternate from oral to visual presentation to attract and maintain student attention.
1	2	3	4	5	81.	Summarize topic and connect it to previous and subsequent topics.
1	2	3	4	5	82.	Adequately summarize main points of topic.
1	2	3	4	5	83.	Provide adequate student practice of new learning.
1	2	3	4	5	84.	Use non-verbal cues and silence to extend and maintain student participation in class activities.
1	2	3	4	5	85.	Use probing questions requiring learners to extend initial responses.
1	2	3	4	5	86.	Guide learners to see assumptions they are making.
1	2	3	4	5	87.	Refocus learner responses on implications and relationship of knowledge acquired.
1	2	3	4	5	88.	Redirect class interaction patterns to involve all pupils in learning exercise.
1	2	3	4	5	89.	Clarify and substantiate concepts by using examples, ranging from simple to complex.
1	2	3	4	5	90.	Use lecture effectively to present information not otherwise available, to clarify, or extend concepts.
1	2	3	4	5	91.	Use repetition effectively to reinforce major ideas and concepts in lecture or discussion.
1	2	3	4	5	92.	Make proper judgment about level of student achievement related to course objectives.
1	2	3	4	5	93.	Construct and appropriately use various measures of student progress toward goals.

Of no importance				Very important		
1	2	3	4	5	94.	Interpret measures of average, measures of variability, and norms as they relate to assessment of student progress.
1	2	3	4	5	95.	Differentiate between immediate instructional goals and long-range educational goals.
1	2	3	4	5	96.	Make practical evaluations that enhance teaching-learning process.
1	2	3	4	5	97.	Predict effect of teacher evaluations in given situations.
1	2	3	4	5	98.	Describe advantages and limitations of personal evaluation and standardized tests.
1	2	3	4	5	99.	State a philosophy of grading achievement, recognizing implications of the system proposed.
1	2	3	4	5	100.	Assess social interactions of a given class of students.

Q2

Study of

Kansas Teacher Certification Requirements

Directions: Each of the statements in this questionnaire represents a skill or accomplishment that prospective teachers might be expected to have achieved prior to graduation from college and initial certification. Please rate each statement in terms of how important you feel the skill or accomplishment is for the beginning teacher. Use the following scale:

5 Very important or essential

4 Of more than average importance

3 Of moderate importance

2 Of little importance

1 Unimportant, not at all essential

To indicate your rating draw an X through the number corresponding to the rating of your choice; for example, 1 2 3 X 5.

The prospective teacher should be able to:

Of no importance				Very important		
1	2	3	[4]	5	1.	Describe the physical development of the child and the corresponding physical capabilities.
1	2	3	[4]	5	2.	Describe the developmental principles of growth and maturation which affect learning.
1	2	3	[4]	5	3.	Differentiate between typical and atypical developmental patterns and identify general abnormalities.
1	2	[3]	4	5	4.	Define the stages of play development.
1	2	[3]	4	5	5.	Explain how a child learns conformity.
1	2	3	[4]	5	6.	Describe the central concerns of adolescents.
1	2	3	[4]	5	7.	Evaluate the differences in motivation and the resulting behavior in self-selected activities compared with required activities.
1	2	3	[4]	5	8.	Recognize methods children use in adjusting to frustration.
1	2	3	[4]	5	9.	Define what "learning" means.

Of no importance				Very important		
1	2	[3]	4	5	10.	Define the processes of respondent conditioning and operant conditioning.
1	2	[3]	4	5	11.	Modify the basic needs of students in order to match them with the curriculum.
1	2	3	[4]	5	12.	Describe how a sentiment (love, fear, dislike) can be conditioned by respondent processes.
1	2	3	[4]	5	13.	Describe critical thinking, creative thinking, and problem solving and the similarities and differences among them.
1	2	3	[4]	5	14.	Analyze individual differences related to abilities in critical thinking, creative thinking and problem solving.
1	2	3	4	[5]	15.	Recognize conditions and activities which will facilitate the development of critical thinking, creative thinking, and problem solving.
1	2	[3]	4	5	16.	State the characteristics of a physical skill and how to facilitate skill attainment.
1	2	3	[4]	5	17.	Explain how an attitude is developed and describe techniques that influence attitude change.
1	2	3	[4]	5	18.	Differentiate between "realistic" and "unrealistic" self concepts, between "healthy" and "unhealthy" self concepts.
1	2	3	[4]	5	19.	List specific strategies teachers can use for increasing "healthy" components of self concepts.
1	2	3	[4]	5	20.	Explain the general conditions that elicit general positive emotional reactions and the behavior patterns associated with them.
1	2	3	[4]	5	21.	Describe the general conditions that elicit fear, anger, and boredom and the behavior patterns associated with them.
1	2	3	[4]	5	22.	Illustrate the relation of goal attainment, goal conflict, and goal ambiguity to emotional reactions and patterns of behavior.
1	2	3	[4]	5	23.	Describe the relation of needs to behavior and goals.
1	2	3	4	[5]	24.	Relate the use of subject matter goals to student needs.
1	2	3	[4]	5	25.	Analyze misbehavior incidents in terms of goal satisfaction.

Of no importance				Very important		
1	2	[3]	4	5	26.	List developmental factors contributing to social growth.
1	2	[3]	4	5	27.	List cultural factors contributing to social growth.
1	2	[3]	4	5	28.	Illustrate ambiguous or conflicting cultural influences on developing of self concepts.
1	2	3	[4]	5	29.	Describe the nature and need for the guidance services in the school program.
1	2	3	[4]	5	30.	Help pupils acquire and interpret the data for effective self-appraisal and self-development.
1	2	3	[4]	5	31.	Use diagnostic instruments for interpretation of needs and interests of children.
1	2	[3]	4	5	32.	Condition students to the behavior he deems important.
1	2	[3]	4	5	33.	Explain basic tenets of major philosophies as they relate to schools (idealism, realism, essentialism, non-thomism, progressivism, marxism, and existentialism).
1	2	[3]	4	5	34.	Relate personal philosophy to alternatives in given school issues.
1	[2]	3	4	5	35.	Explain contribution to American education derived from ideas of Pestalozzi, Froebel, Hobart, Locke, Aquinas, and Greek philosophers.
1	[2]	3	4	5	36.	Describe impact that Mann, Dewey, and Conant had on education.
1	2	[3]	4	5	37.	Describe importance on education of: a. the Constitution. b. the Northwest Ordinance. c. the principle of tax-supported educational institutions and the evolution of education as state and local concern. d. the Morrill Act. e. the progressive movement. f. the immigrant movement to America in the early 1900's. g. the growth of the cities. h. the 1954 Supreme Court decision on segregation. i. federal aid to education. j. Sputnik.
1	2	3	[4]	5	38.	Explain the effect of authoritarian and democratic teacher leadership styles on classroom activities.
1	2	3	[4]	5	39.	Interpret theories of group dynamics as they relate to teacher-student interaction.

Of no importance				Very important		
1	2	[3]	4	5	40.	Analyze own interaction with students using an accepted interaction analysis inventory.
1	2	[3]	4	5	41.	Describe influence on schools of social stratification, social mobility, mass media, population growth, geographic mobility, and population distribution.
1	2	[3]	4	5	42.	Describe effect on education from community pressure groups, governmental agencies, professional and religious organizations, and business and industry.
1	2	[3]	4	5	43.	Describe organizational relationship of local attendance unit to city, state, and national organizations.
1	2	3	[4]	5	44.	Describe roles of principal, superintendent, curriculum supervisors, and board of education as they affect teachers.
1	2	[3]	4	5	45.	Describe basic concepts of school finance.
1	2	[3]	4	5	46.	Assess philosophical assumptions about knowledge and man which underlie various curricular formats.
1	2	3	[4]	5	47.	Interpret rationale concerning content and organization of content in own field.
1	2	3	[4]	5	48.	Analyze relationship between a given course and total curriculum in that subject.
1	2	3	[4]	5	49.	Explain effect on curriculum of grouping, acceleration and retention, enrichment, and individualized instruction.
1	2	3	[4]	5	50.	Describe needs of exceptional children in regular schools.
1	2	3	[4]	5	51.	Describe pervasive problems of education of disadvantaged.
1	2	[3]	4	5	52.	Critique the curriculum of another subject outside his area of competence.
1	2	[3]	4	5	53.	Indicate appropriate measurement techniques for selected curriculum evaluation problems.
1	2	3	[4]	5	54.	Critique a curriculum in own subject.
1	2	[3]	4	5	55.	Describe pervasive factors that influence school plant design.
1	2	3	[4]	5	56.	Specify professional rights and responsibilities of teachers.
1	2	[3]	4	5	57.	Describe goals and procedures of professional teacher organizations.

Of no importance				Very important		
1	2	3	[4]	5	58.	Describe legal rights and responsibilities of teachers in classroom.
1	2	3	[4]	5	59.	Describe a specific example of using team teaching and modular scheduling in own subject area.
1	2	[3]	4	5	60.	Prepare a form for surveying valuable local resources in formulating a new curriculum.
1	2	[3]	4	5	61.	Specify basic elements of annual, continuing, and tenure contracts.
1	2	3	[4]	5	62.	Design instructional sequence reflecting behavioral goals.
1	2	3	[4]	5	63.	Specify student behaviors to be developed by unit of instruction.
1	2	3	[4]	5	64.	Construct and use pre- and post-assessment procedures for behaviors described in instructional objectives.
1	2	3	4	[5]	65.	Modify basic teaching plans on basis of individual student competencies.
1	2	3	4	[5]	66.	Select materials relevant to instructional program.
1	2	3	[4]	5	67.	Assess the value of professional materials related to instructional program.
1	[2]	3	4	5	68.	Maintain a high degree of popularity with students by interacting with them socially out of school.
1	2	3	[4]	5	69.	Select appropriate media for unit of instruction.
1	2	3	[4]	5	70.	Describe physical, psychological, and social factors that influence learning.
1	2	3	[4]	5	71.	Arrange physical, psychological, and social elements to produce a setting conducive to learning.
1	2	3	[4]	5	72.	Reinforce student participation so as to enhance student willingness to continue to participate in the study of a concept.
1	2	3	4	[5]	73.	Introduce lesson so as to enhance intrinsic student motivation to learn.
1	2	3	4	[5]	74.	Provide introductory framework that enhances student ability to follow instruction.
1	2	3	4	[5]	75.	Offer guides and cues that assist students to understand important aspects of lesson.

Of no importance				Very important		
1	2	3	4	[5]	76.	Provide introduction that helps students to organize learning for maximum retention.
1	2	3	[4]	5	77.	Effectively use gestures, bodily movements, and verbal statements that maintain and direct student attention to important aspects of the lesson.
1	2	3	[4]	5	78.	Effectively use gestures and statements to emphasize critical points in lesson.
1	2	3	4	[5]	79.	Effectively vary type of student activity.
1	2	3	4	[5]	80.	Alternate from oral to visual presentation to attract and maintain student attention.
1	2	3	[4]	5	81.	Summarize topic and connect it to previous and subsequent topics.
1	2	3	4	[5]	82.	Adequately summarize main points of topic.
1	2	3	[4]	5	83.	Provide adequate student practice of new learning.
1	2	3	[4]	5	84.	Use non-verbal cues and silence to extend and maintain student participation in class activities.
1	2	3	[4]	5	85.	Use probing questions requiring learners to extend initial responses.
1	2	3	[4]	5	86.	Guide learners to see assumptions they are making.
1	2	3	[4]	5	87.	Refocus learner responses on implications and relationship of knowledge acquired.
1	2	3	4	[5]	88.	Redirect class interaction patterns to involve all pupils in learning exercise.
1	2	3	[4]	5	89.	Clarify and substantiate concepts by using examples, ranging from simple to complex.
1	2	3	[4]	5	90.	Use lecture effectively to present information not otherwise available, to clarify, or extend concepts.
1	2	3	[4]	5	91.	Use repetition effectively to reinforce major ideas and concepts in lecture or discussion.
1	2	3	[4]	5	92.	Make proper judgment about level of student achievement related to course objectives.
1	2	3	[4]	5	93.	Construct and appropriately use various measures of student progress toward goals.

Of no importance				Very important		
1	2	3	[4]	5	94.	Interpret measures of average, measures of variability, and norms as they relate to assessment of student progress.
1	2	3	[4]	5	95.	Differentiate between immediate instructional goals and long-range educational goals.
1	2	3	[4]	5	96.	Make practical evaluations that enhance teaching-learning process.
1	2	[3]	4	5	97.	Predict effect of teacher evaluations in given situations.
1	2	3	[4]	5	98.	Describe advantages and limitations of personal evaluation and standardized tests.
1	2	3	[4]	5	99.	State a philosophy of grading achievement, recognizing implications of the system proposed.
1	2	[3]	4	5	100.	Assess social interactions of a given class of students.

Q3

Study of

Kansas Teacher Certification Requirements

Directions: Each of the statements in this questionnaire represents a skill or accomplishment that prospective teachers might be expected to have achieved prior to graduation from college and initial certification. Please rate each statement in terms of how important you feel the skill or accomplishment is for the beginning teacher. Use the following scale:

5 Very important or essential

4 Of more than average importance

3 Of moderate importance

2 Of little importance

1 Unimportant, not at all essential

To indicate your rating draw an X through the number corresponding to the rating of your choice; for example, 1 2 3 X 5.

The prospective teacher should be able to:

Of no importance				Very important		
1	2	3	[4]	5	1.	Describe the physical development of the child and the corresponding physical capabilities.
1	2	3	[4]	5	2.	Describe the developmental principles of growth and maturation which affect learning.
1	2	3	[4]	5	3.	Differentiate between typical and atypical developmental patterns and identify general abnormalities.
1	2	[3]	4	5	4.	Define the stages of play development.
1	2	[3]	4	5	5.	Explain how a child learns conformity.
1	2	3	[4]	5	6.	Describe the central concerns of adolescents.
1	2	3	[4]	5	7.	Evaluate the differences in motivation and the resulting behavior in self-selected activities compared with required activities.
1	2	3	[4]	5	8.	Recognize methods children use in adjusting to frustration.
1	2	3	[4]	5	9.	Define what "learning" means.

Of no importance				Very important		
1	2	[3]	4	5	10.	Define the processes of respondent conditioning and operant conditioning.
1	2	[3]	4	5	11.	Modify the basic needs of students in order to match them with the curriculum.
1	2	3	[4]	5	12.	Describe how a sentiment (love, fear, dislike) can be conditioned by respondent processes.
1	2	3	[4]	5	13.	Describe critical thinking, creative thinking, and problem solving and the similarities and differences among them.
1	2	3	[4]	5	14.	Analyze individual differences related to abilities in critical thinking, creative thinking and problem solving.
1	2	3	4	[5]	15.	Recognize conditions and activities which will facilitate the development of critical thinking, creative thinking, and problem solving.
1	2	[3]	4	5	16.	State the characteristics of a physical skill and how to facilitate skill attainment.
1	2	3	[4]	5	17.	Explain how an attitude is developed and describe techniques that influence attitude change.
1	2	3	[4]	5	18.	Differentiate between "realistic" and "unrealistic" self concepts, between "healthy" and "unhealthy" self concepts.
1	2	3	[4]	5	19.	List specific strategies teachers can use for increasing "healthy" components of self concepts.
1	2	3	[4]	5	20.	Explain the general conditions that elicit general positive emotional reactions and the behavior patterns associated with them.
1	2	3	[4]	5	21.	Describe the general conditions that elicit fear, anger, and boredom and the behavior patterns associated with them.
1	2	3	[4]	5	22.	Illustrate the relation of goal attainment, goal conflict, and goal ambiguity to emotional reactions and patterns of behavior.
1	2	3	[4]	5	23.	Describe the relation of needs to behavior and goals.
1	2	3	4	[5]	24.	Relate the use of subject matter goals to student needs.
1	2	3	[4]	5	25.	Analyze misbehavior incidents in terms of goal satisfaction.

Of no importance				Very important		
1	2	[3]	4	5	26.	List developmental factors contributing to social growth.
1	2	[3]	4	5	27.	List cultural factors contributing to social growth.
1	2	[3]	4	5	28.	Illustrate ambiguous or conflicting cultural influences on developing of self concepts.
1	2	3	[4]	5	29.	Describe the nature and need for the guidance services in the school program.
1	2	3	[4]	5	30.	Help pupils acquire and interpret the data for effective self-appraisal and self-development.
1	2	3	[4]	5	31.	Use diagnostic instruments for interpretation of needs and interests of children.
1	2	[3]	4	5	32.	Condition students to the behavior he deems important.
1	2	[3]	4	5	33.	Explain basic tenets of major philosophies as they relate to schools (idealism, realism, essentialism, non-thomism, progressivism, marxism, and existentialism).
1	2	[3]	4	5	34.	Relate personal philosophy to alternatives in given school issues.
1	[2]	3	4	5	35.	Explain contribution to American education derived from ideas of Pestalozzi, Froebel, Hobart, Locke, Aquinas, and Greek philosophers.
1	[2]	3	4	5	36.	Describe impact that Mann, Dewey, and Conant had on education.
1	2	[3]	4	5	37.	Describe importance on education of: a. the Constitution. b. the Northwest Ordinance. c. the principle of tax-supported educational institutions and the evolution of education as state and local concern. d. the Morrill Act. e. the progressive movement. f. the immigrant movement to America in the early 1900's. g. the growth of the cities. h. the 1954 Supreme Court decision on segregation. i. federal aid to education. j. Sputnik.
1	2	3	[4]	5	38.	Explain the effect of authoritarian and democratic teacher leadership styles on classroom activities.
1	2	3	[4]	5	39.	Interpret theories of group dynamics as they relate to teacher-student interaction.

Of no importance				Very important		
1	2	[3]	4	5	40.	Analyze own interaction with students using an accepted interaction analysis inventory.
1	2	[3]	4	5	41.	Describe influence on schools of social stratification, social mobility, mass media, population growth, geographic mobility, and population distribution.
1	2	[3]	4	5	42.	Describe effect on education from community pressure groups, governmental agencies, professional and religious organizations, and business and industry.
1	2	[3]	4	5	43.	Describe organizational relationship of local attendance unit to city, state, and national organizations.
1	2	3	[4]	5	44.	Describe roles of principal, superintendent, curriculum supervisors, and board of education as they affect teachers.
1	2	[3]	4	5	45.	Describe basic concepts of school finance.
1	2	[3]	4	5	46.	Assess philosophical assumptions about knowledge and man which underlie various curricular formats.
1	2	3	[4]	5	47.	Interpret rationale concerning content and organization of content in own field.
1	2	3	[4]	5	48.	Analyze relationship between a given course and total curriculum in that subject.
1	2	3	[4]	5	49.	Explain effect on curriculum of grouping, acceleration and retention, enrichment, and individualized instruction.
1	2	3	[4]	5	50.	Describe needs of exceptional children in regular schools.
1	2	3	[4]	5	51.	Describe pervasive problems of education of disadvantaged.
1	2	[3]	4	5	52.	Critique the curriculum of another subject outside his area of competence.
1	2	[3]	4	5	53.	Indicate appropriate measurement techniques for selected curriculum evaluation problems.
1	2	3	[4]	5	54.	Critique a curriculum in own subject.
1	2	[3]	4	5	55.	Describe pervasive factors that influence school plant design.
1	2	3	[4]	5	56.	Specify professional rights and responsibilities of teachers.
1	2	[3]	4	5	57.	Describe goals and procedures of professional teacher organizations.

Of no importance				Very important		
1	2	3	[4]	5	58.	Describe legal rights and responsibilities of teachers in classroom.
1	2	3	[4]	5	59.	Describe a specific example of using team teaching and modular scheduling in own subject area.
1	2	[3]	4	5	60.	Prepare a form for surveying valuable local resources in formulating a new curriculum.
1	2	[3]	4	5	61.	Specify basic elements of annual, continuing, and tenure contracts.
1	2	3	[4]	5	62.	Design instructional sequence reflecting behavioral goals.
1	2	3	[4]	5	63.	Specify student behaviors to be developed by unit of instruction.
1	2	3	[4]	5	64.	Construct and use pre- and post-assessment procedures for behaviors described in instructional objectives.
1	2	3	4	[5]	65.	Modify basic teaching plans on basis of individual student competencies.
1	2	3	4	[5]	66.	Select materials relevant to instructional program.
1	2	3	[4]	5	67.	Assess the value of professional materials related to instructional program.
1	[2]	3	4	5	68.	Maintain a high degree of popularity with students by interacting with them socially out of school.
1	2	3	[4]	5	69.	Select appropriate media for unit of instruction.
1	2	3	[4]	5	70.	Describe physical, psychological, and social factors that influence learning.
1	2	3	[4]	5	71.	Arrange physical, psychological, and social elements to produce a setting conducive to learning.
1	2	3	[4]	5	72.	Reinforce student participation so as to enhance student willingness to continue to participate in the study of a concept.
1	2	3	4	[5]	73.	Introduce lesson so as to enhance intrinsic student motivation to learn.
1	2	3	4	[5]	74.	Provide introductory framework that enhances student ability to follow instruction.
1	2	3	4	[5]	75.	Offer guides and cues that assist students to understand important aspects of lesson.

Of no importance				Very important		
1	2	3	4	[5]	76.	Provide introduction that helps students to organize learning for maximum retention.
1	2	3	[4]	5	77.	Effectively use gestures, bodily movements, and verbal statements that maintain and direct student attention to important aspects of the lesson.
1	2	3	[4]	5	78.	Effectively use gestures and statements to emphasize critical points in lesson.
1	2	3	4	[5]	79.	Effectively vary type of student activity.
1	2	3	4	[5]	80.	Alternate from oral to visual presentation to attract and maintain student attention.
1	2	3	[4]	5	81.	Summarize topic and connect it to previous and subsequent topics.
1	2	3	4	[5]	82.	Adequately summarize main points of topic.
1	2	3	[4]	5	83.	Provide adequate student practice of new learning.
1	2	3	[4]	5	84.	Use non-verbal cues and silence to extend and maintain student participation in class activities.
1	2	3	[4]	5	85.	Use probing questions requiring learners to extend initial responses.
1	2	3	[4]	5	86.	Guide learners to see assumptions they are making.
1	2	3	[4]	5	87.	Refocus learner responses on implications and relationship of knowledge acquired.
1	2	3	4	[5]	88.	Redirect class interaction patterns to involve all pupils in learning exercise.
1	2	3	[4]	5	89.	Clarify and substantiate concepts by using examples, ranging from simple to complex.
1	2	3	[4]	5	90.	Use lecture effectively to present information not otherwise available, to clarify, or extend concepts.
1	2	3	[4]	5	91.	Use repetition effectively to reinforce major ideas and concepts in lecture or discussion.
1	2	3	[4]	5	92.	Make proper judgment about level of student achievement related to course objectives.
1	2	3	[4]	5	93.	Construct and appropriately use various measures of student progress toward goals.

Of no importance				Very important		
1	2	3	[4]	5	94.	Interpret measures of average, measures of variability, and norms as they relate to assessment of student progress.
1	2	3	[4]	5	95.	Differentiate between immediate instructional goals and long-range educational goals.
1	2	3	[4]	5	96.	Make practical evaluations that enhance teaching-learning process.
1	2	[3]	4	5	97.	Predict effect of teacher evaluations in given situations.
1	2	3	[4]	5	98.	Describe advantages and limitations of personal evaluation and standardized tests.
1	2	3	[4]	5	99.	State a philosophy of grading achievement, recognizing implications of the system proposed.
1	2	[3]	4	5	100.	Assess social interactions of a given class of students.

APPENDIX B

Minority Opinions Summarized from the Second Questionnaire

MINORITY OPINIONS

ITEM 1

1. Important only for primary grades.
2. Only for physical education instructors.
3. I feel this is important so the child can do work he is capable of doing.
4. I feel these are important to understanding individual differences.
5. Knowledge of stage of growth and development is critical in teaching the total child
6. Not all children fit into a prescribed physical pattern, more important to consider individual child.
7. Doesn't seem that important in helping a child to want to learn.

ITEM 2

1. If they cannot understand the growth and maturation, how can they tell if they are able to learn?

ITEM 3

1. If teacher can do this he would be better prepared to use correct approach to individual problems.
2. Great harm comes to students whose abnormalities are not recognized early.

ITEM 4

1. A teacher needs to know in what type of play a child can participate or what needs to be aided.
2. Necessary in order to motivate students and to help understand what type of teaching would be most effective.
3. Essential in order to understand behavior in primary and intermediate children.

ITEM 5

1. Conformity is not a "dirty" word. Learning limits is an important form of security and developing confidence.
2. Very important that child learns to conform with their peer groups.
3. Our schools foster conformity and style children. Let's know how they learn individuality.
4. The teaching of conformity should not be a teaching objective. If the teacher is not teaching conformity then this knowledge is of little consequence.
5. A child need not learn conformity--he needs to learn and experience responsibility.

ITEM 6

1. Knowing the traits or characteristics is essential of all ages.
2. If these are textbook concerns--no. If teachers learn how to assess a group and determine such concerns--OK.
3. A teacher can become so concerned he forgets about teaching--keep a balance.
4. Only for teachers who teach adolescents.
5. Important to be aware of these concerns before they can be reached academically.

ITEM 7

1. The prospective teacher should understand the importance of motivation and the recognition of different motivations in different students should be emphasized
2. When children choose their own extra-time activities, some will develop great creativity.
3. Too often self-selected activities become un-directed activities.

ITEM 8

1. How children develop and are motivated and adjust are all we have to work with in teaching children concepts, values, skills.
2. Frustration can prevent communication and learning.
3. Higher incidences of "mental illness" occurring at lower age levels, this must teach to handle frustrations!
4. It causes so many misunderstandings between teacher and child unless the teacher is aware of the reason for the child's behavior.

ITEM 9

1. Is this possible? There are a number of theories floating around, so why memorize a definition of a theory?
2. To teach effectively one must know what learning is.
3. The most important line in whole survey.

ITEM 11

1. I believe the students needs should be modified by the curriculum, not as you state it.
2. The curriculum should be modified rather than the basic needs of students.
3. Who is to decide what basic needs shall be modified? This idea is appalling.
4. A necessary evil.
5. Basic individual needs can only be overlooked or discounted, (not modified) in matching a child with the curriculum.
6. If they don't match--don't think the kid will want to learn.

ITEM 12

1. Back to conditioning again. The person never acts on his own? Does he only REACT?
2. Let's focus on being human and treating others with respect--and be less concerned with manipulating others.
3. This personal relationship is a must for most teachers. Very few can be cold and aloof all year. They need to be able to use it constructively.

ITEM 14

1. Individual differences influence how you teach and what you teach--analyzing will help teachers evaluate children's progress.

ITEM 16

1. Many children with reading problems need physical skills, and teachers need to know how to develop them.
2. Most important for elementary teachers to aid child in physical growth and development.

ITEM 17

1. Child's "attitude" is also a part of his personality and need not necessarily be changed.
2. Emotions and attitudes are primary in influencing learning how people deal with life
3. Necessary in order to guide child's attitude toward desired end result.

ITEM 18

1. It's more important to demonstrate a realistic healthy self concept and engender confidence in others through instructional design.
2. Emotions and attitudes are primary in influencing learning and how people deal with life.

ITEM 19

1. Important because it has a direct relationship to behavior and learning ability.

ITEM 21

1. These are things that affect the attention the student gives the subject and teacher
2. Wonderful, but remember, this is a beginning teacher.

ITEM 22

1. This may be beyond the ability and scope of average teacher.

ITEM 23

1. Children's behavior is based upon his needs or need satisfaction.

ITEM 24

1. Sometimes students must learn things which do not seem immediately relevant.

ITEM 25

1. This is one of the best ways I know to deal with misbehavior--by understanding the goal or purpose behind it.
2. I doubt that such analysis is meaningful except by people of exceptional talent and training.

ITEM 26

1. Social and educational growth are interrelated.
2. We are seeking well-rounded people in adult life and social factors influence both good and bad. Teachers should be able to recognize social problems and how they affect their teaching skills and what they can do to teach more effectively.
3. Social growth is more important than "knowledge."
4. Depending upon school location, welfare, poverty, etc.

ITEM 27

1. Culture, or lack of it, affects child in school. He may have over/under confidence. Teacher should be aware of this.

ITEM 27 (cont'd)

2. Social growth is more important than "knowledge."

ITEM 28

1. Only then can the problem of self-concept be effectively dealt with.

ITEM 29

1. A great help in relegating teaching responsibilities--more professional approach.
2. They perform no real service to teachers or students.
3. A beginning teacher needs experience before he can do this.
4. Most students need guidance advice. The better equipped the teacher, the better informed the student.

ITEM 30

1. "Know thyself."

ITEM 31

1. If the teacher has the understandings stated earlier, diagnostic instruments become less important.
2. Can be a help in finding the right way to deal with them.
3. These instuments are not always reliable.
4. A field for the specialist rather than the average teacher.

ITEM 32

1. This hinges on removal of individual freedom.
2. How else do they become citizens?
3. That is the way an instructor can accomplish the goals.
4. Conditioning students...eliminates many discipline episodes plus allows for a happier teacher.
5. What about discipline, rules, organization? May students behave any way they wish when diluting sulfuric acid?
6. No one teacher knows what is important to each individual.

ITEM 33

1. Not necessary unless philosophy teachers.
2. I see no possibility of improving education without a basic set of beliefs upon which to base that change.
3. This is pertinent to the teaching experience only in an indirect way.

ITEM 34

1. Helps teachers to know their own philosophy and its influence in their conduct of classroom expectation. Helps temper judgement.
2. This is pertinent to the teaching experience only in an indirect way.
3. Who is going to help guide students' thinking if not dedicated leaders?
4. Why learn to relate personal philosophy? Very few systems let persoanl philosophy be exercised unless it does not conflict with the superintendent's philosophy.
5. A teacher must relate and adjust without losing sight of his personal philosophy.

ITEM 35

1. Much can be learned from past--provides more understanding and basis for tempering modern day educational demands.
2. Teachers need to be aware of all new ideas--they don't need the past.

ITEM 36

1. Much can be learned from past--provides more understanding and basis for tempering modern day education demands.
2. These tenets are the axioms of our lives.

ITEM 37

1. Teachers need to be more concerned about the here and now problems.
2. Very important to our future generations that we know and teach our country's history so that they in turn can appreciate it.
3. Important for good citizenship.

ITEM 38

1. Important if a teacher is to lead rather than follow.
2. A teacher is not only under the stress to succeed well according to interest, motivation but under authoritarian situation one cannot feel at ease in trying out new experiences in the classroom. The class senses a tense situation.

ITEM 39

1. Teacher can lean too heavily on theory and therefore does not relate to student--OK if used perceptively.
2. This presupposes the validity of theories of group dynamics, which often seem questionable to me.

ITEM 40

1. I feel this helps the teacher to understand that she or he is doing more talking than required and that more pupil interaction is better.
2. I think that good teaching can only result from being able to analyze your own interaction with students.
3. Important because teachers cause behavior.

ITEM 41

1. Important in sensing reasons for school problems.
2. School and society must be related.
3. The home environment influences the student.
4. Important to recognition of student needs.

ITEM 42

1. Important to see schools as an outgrowth of the culture maintaining the school, to know sources of pressure and how to react to them.
2. The teacher should understand her community, and in order to survive.

ITEM 43

1. Education of youth the main goal.

ITEM 44

1. With negotiations, teacher evaluations, and accountability, a teacher who wants to survive must know these things.
2. Should be learned "on the job" relative to the situation.

ITEM 45

1. Important only for administrators.
2. With all the tax lids, and increase cost of education, the teacher should understand where the money comes from and where it goes.
3. Adjustments can be made and many things can be done without, except in the area of teachers salaries--where it's necessary to get the best teachers (and expect quality

ITEM 46

1. Not even philosophers can agree on the assessment.
2. Too philosophical.

ITEM 49

1. This is basic of <u>good</u> learning.

ITEM 50

1. Exceptional children should work on their own levels.
2. Small school systems are not equiped to meet extra needs of exceptional students.
3. These students should not be neglected and knowledge about them will also help the other members of the class.
4. Who is exceptional? Let's talk of individualizing for all.

ITEM 51

1. Important only to those who work with them.
2. Here is where more experience is needed.

ITEM 52

1. Would not be qualified to critique curriculum in another subject area.
2. Trust your colleague who has the training.

ITEM 54

1. Four years of training not enough time for such specific abilities.

ITEM 55

1. Very few teachers are ever going to be involved in school plant design.
2. This is an area for architects and school planners, not individual teachers.
3. There are too many factors other than a teacher's viewpoint in school plant design.
4. Most schools are designed "traditionally" without pervasive factors. Candidates need to adapt to whatever facilities exist.
5. Important only to administrators.
6. Comes from experience.

ITEM 56

1. Too many demands can backfire--depends on emphasis on rights or responsibilities.

ITEM 56 (cont'd)

2. Only experience can help teachers understand kinds of jobs they are told to do.
3. Teachers should know their rights and responsibilites and what organizations we belong to are doing or trying to do.

ITEM 57

1. If students are to be initiated into professional participation, they need to consider the goals and procedures rather than "join" to be "joining." They should become members by commitment.

ITEM 58

1. For the protection of both teacher and school.

ITEM 59

1. Team teaching has not been that successful.

ITEM 60

1. The student should know about his local resources.
2. Use this to help involve the community and make them feel a part of school.
3. Aids in planning a stimulating course.

ITEM 61

1. I don't feel this makes a particularly good prospective teacher. Contracts are important but knowing these elements isn't making a better teacher in the classroom.
2. For his own protection.
3. Important only to administrators.
4. Professional development to be learned on the job.

ITEM 62

1. Without a proper sequence the materials will be more difficult to understand.

ITEM 63

1. Too often it seemed to be goal direction was too consuming--end is important but so is means.
2. Clear specific objective should be prepared for any unit.
3. Cannot be specifically pre-determined.

ITEM 64

1. Avoids needless repetition by all students; helps determine whether expected behaviors were, in fact, attained.

ITEM 65

1. This is the way teaching in the very near future will be.

ITEM 67

1. Professional materials are often too advanced for use in high school.
2. For efficiency you will use them and so you should choose wisely.

ITEM 68

1. I believe teachers should not see students socially out of school activities.
2. Think this extremely unimportant. Students want to be popular with students. They want to respect teachers.
3. Worst mistake a young teacher can make.

ITEM 69

1. Very important to offer different pathways (media) for learning.

ITEM 70

1. Important if the teacher is to really understand the child and teach with him effectively.

ITEM 71

1. How can a child learn in a distracting, unfriendly atmosphere?

ITEM 72

1. When a setting conducive to learning is arranged then student participation will gro
2. Meaningful encouragement or reinforcement is psychologically important for effective involvement.

ITEM 74

1. Must the student only FOLLOW instruction? Is this the way he'll find life?
2. We have too much of that already. The emphasis should be on enhancing curiosity, reflection, and understanding.

ITEM 75

1. Needs time for development through experience.

ITEM 77

1. Comes with experience.

ITEM 77 (cont'd)

2. This is essential especially when teachers are competing with T.V., etc.
3. He doesn't need to be an acrobat.

ITEM 79

1. Can students do this?

ITEM 81

1. Sometimes topics out of context are not remembered.
2. Some of this should be left to student.
3. This helps a student relate the different areas covered and leads to more understanding.

ITEM 82

1. Students should do some of this.

ITEM 83

1. What is the value of presenting new material if there is not time to learn it?
2. This is necessary to retention and use of a skill.

ITEM 84

1. Comes with experience.

ITEM 85

1. Encourages application of learning.
2. It helps induce creative and critical thinking.

ITEM 86

1. Essential for complete understanding.
2. We need to help students learn not to take things at face value, but to look for hidden meanings and implications so they can make their own best judgment.

ITEM 87

1. The forming of such patterns of perception is at the root of learning itself.

ITEM 88

1. This will never be possible, and must all people interact?

ITEM 89

1. Very essential--expecially with abstract ideas.
2. A defining characteristic of learning.

ITEM 92

1. Some teachers expect too much, others too little, therefore grades are deceiving.
2. Necessary to be fair to student.
3. How else does a teacher adequately grade a student?

ITEM 93

1. Necessary part of evaluation.

ITEM 94

1. The "curve" has not place in educational measurement. One cannot compare unlikes in background and experience. Let's plan educational objectives and measure individual attainment, but not in comparison to how well someone else did.

ITEM 98

1. This should be done by guidance personnel not classroom teacher.

ITEM 100

1. The social interactions in a class may be the closest thing to how the youngsters will relate in society--I see this as a tremendous opportunity for helping pupils become mature, responsible citizens.
2. This ability will often color the classroom situation. Their problems, fights, disagreements, pleasures, and fun are uppermost in the minds of students.
3. Learning is definitely dependent on these social interactions.